DOCUMENT RESUME

ED 420 219 HE 031 259

AUTHOR Cembrowski, Barbara Joan; da Costa, Jose L.
TITLE Succession Planning for Management Staff at a Western Canadian Postsecondary Technical Institute.
PUB DATE 1998-04-00
NOTE 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Administrators; *Career Development; Career Ladders; Career Planning; Field Studies; Foreign Countries; Higher Education; Postsecondary Education; *Promotion (Occupational)
IDENTIFIERS Canada

ABSTRACT

This study used naturalistic inquiry to gain an understanding of how managerial personnel perceived career development and succession planning at a postsecondary technical institute in Canada. A total of nine individuals in three different career development stages completed semistructured interviews. It was found that managers perceived the success of their careers in terms of having a variety of personal attributes that were required for management work, having a diverse experiential background, being in the right place at the right time, and working in an environment that was fulfilling and offered learning. The managers indicated that they were not offered any special training or programs to assist them in progressing within the organization. They noted, however, that job rotation, formal training programs, mentorship, secondments, and administrative programs would be the most effective forms of succession planning in preparing them to advance to other positions in the institute. Specific recommendations for improving career development and succession planning at the institute are included. (Contains 26 references.) (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 420 219

Succession Planning for Management Staff at a Western Canadian Postsecondary Technical Institute

by
Barbara Joan Cembrowski
Department of Educational Policy Studies
Faculty of Education
University of Alberta
Edmonton, Canada, T6G 2G5

José L. da Costa
Department of Educational Policy Studies
Faculty of Education
University of Alberta
Edmonton, Canada, T6G 2G5

A Paper Prepared for Presentation at the
1998 American Educational Research Association Annual Meeting
San Diego, CA

April 13-17, 1998

HE 031 259

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
BARBARA CEMBROWSKI
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

INTRODUCTION AND STATEMENT OF THE PROBLEM

Burdett (1993) noted that a paradigm shift is emerging in the management process. This is triggered by competition creating the need for strategic partnerships, business complexity requiring management by teams, flatter, leaner organizations yielding fewer managers, and management development demanding individuals who understand the whole business not a single function (pp. 23-24). In other words, the dynamics in organizations are changing to survive the alterations that are brought about by global competition, the "information age," technological advances, and the complexities of doing business today. These changes affect the private and public sectors, including educational institutions. To remain competitive requires a leadership capacity that can be enhanced by an organization as it helps its people develop to face these challenges. The notion of *succession planning* centers on this notion of personnel development.

According to Hall (1986), succession planning is defined as identifying, developing, and nurturing future leaders to candidate status through personal and task learning (p. 235). Its importance was stressed by Burdett (1993), who explained that the problem of recruiting talent in the future, ongoing retirement of talented managers, the high cost of recruitment and the challenge of team fit (p. 23) reinforce the need for succession planning. In this frame of reference, this study has explored succession planning at a postsecondary technical institution (hereafter referred to as *the Institute*) in Western Canada.

Purpose of the Study

The purpose of this research was to satisfy my curiosity regarding how educators develop their careers in postsecondary technical institutions. As a person coming from the private sector, I perceived career development as the structural backbone of the culture. This meant that progression and advancement were an integral process tied to motivation, growth, and remuneration. As a management staff member in the private sector, my personal development was planned, progressive, and ongoing. However, now as a postsecondary technical educator, it was unclear to me how careers were developed for management staff in the educational sector. Therefore, it was perceived that career development in the corporate business culture was different from career development in a postsecondary technical institutional culture. In addition, a question existed as to whether there were any structured and deliberate career development and succession planning strategies in place at postsecondary technical institutions.

Identification of the Problem

A critical issue arising in postsecondary institutions is the experience gap left by retiring key administrators and management staff. This has been exacerbated by the downsizing of postsecondary institutions, early retirement options, and an "older age cohort" of administrators. As a result, a notable volume of administrators in the "twilight stage" of their careers has been enticed to exit. This situation has brought to the forefront the lack of "succession planning" for these vacated positions and the absence of career

development for potential administrators.

Research Problem

The problem statement emerged as a result of informal observations of how management staff progress or do not progress in their careers. The focus of the research problem was to identify forms of succession planning perceived by management staff to be effective for career development at the Institute.

Sub-Problems

Emerging from the general research problem are four sub-questions. These include:

1. What factors do management staff perceive to have contributed to the success of their careers at the Institute?
2. Are management staff offered any special training or programs to assist them in progressing within the organization?
3. What programs would be helpful in assisting management staff to progress to other positions within the Institute?
4. What mechanisms are seen to have potential for helping management staff to progress to other positions within the Institute?

Limitations and Delimitations

In reference to limitations, this study has limited generalizability because the participants were purposefully selected volunteers who were chosen on the basis of their career success within the Institute. It does, however, have the potential for transferability of the findings to other postsecondary educational settings. To assist the reader in assessing the degree to which the findings transfer to other contexts, a description of the characteristics of the Institute related to succession planning is provided.

In reference to delimitations, this investigation addressed only succession planning for management staff; the areas of academic staff and support staff were not addressed in the current study. However, some of the findings may also be applicable to these groups of individuals.

REVIEW OF THE LITERATURE

The literature review examines the forms of succession planning and their importance to career development for future administrators in postsecondary educational institutions. First, the review addresses the lack of educational research in the areas of career development and succession planning. Second, it draws on research and knowledge from business institutions that use the concepts of career development and succession planning in their organizations. Third, it explores various forms of succession planning (e.g., administrative internship programs, mentorship, and secondments). Fourth, it discusses how secondary education views and implements succession planning. Finally, it discusses the external and internal environmental influences that surround succession planning in education and the effects that these have on the succession planning process today.

Lack of Research

To begin with, there is a "gap" or lack of research in the area of career development for educators. Also, the topic of succession planning in postsecondary institutions is given far too little attention in educational theory and practice. Lamarre and Umpleby (1991) agreed with Greenfield (1984) and Sagaria (1986) who claimed that "too little research has been conducted on the study of careers in education" (p. 2).

Succession Planning in Business

Because of the lack of educational research in the postsecondary educational career development area, there is a need to look to the business literature on succession planning. In business, the progression and advancement of employees is a built-in process that is tied to motivation, growth, and remuneration. Spoor (1993) explained succession planning by stating that

> an organization's succession plan identifies individuals who either possess or are in the process of acquiring the requisite key skills and experience for effective performance in a particular position. Most plans also provide a means to identify candidate development and training needs, as well as each person's estimated state of readiness for a specific position. (p. 4)

Spoor believed that operating without a recent and basic succession plan no longer is acceptable for organizations committed to survival in today's environment. Succession planning must be a part of integrated strategic planning activities for both HR (Human Resources) and line management (p. 4).

On the other hand, Rhodes (1988) explained succession planning by its impact over the past few decades. He claimed that

> succession planning came of age in the late 1960s and early 1970s, when leading-edge companies adopted formal succession planning methods that included assessing the performance and potential of a group of talented employees, planning their movement through the organization, and

> establishing detailed developmental plans. The late 1970s brought widespread acceptance of the notion that companies should define specific executive developmental plans for developmental purposes. The 1980s provided the software to manage the huge amount of data accumulated for succession planning. The 1990s, however, are likely to bring nothing but trouble. (p. 62)

In this frame of reference, Rhodes criticized "succession and executive development programs on the basis that they cover too many people, rely on too much data, focus on too many objectives, and rarely produce adequate results for the time and effort expended" (p. 62).

Even though there was disagreement between Spoor (1993) and Rhodes (1988) regarding succession planning, it reinforces the complexity and importance of careful strategic planning within organizations if this process is to work. Spoor and Rhodes did agree that succession planning must be usable and manageable; it cannot be cumbersome, slow and focused on hypothetical situations. Rather, it must be forward looking, flexible, lean, decisive and results-oriented (Spoor, 1993, p. 64).

Approaches to Replacing Management Staff

According to Hall (1986) and Walker (1992), there are three methods used in replacing management staff. These include (a) a one-position staffing approach, (b) replacement planning, and (c) succession planning. Hall described the one-position staffing approach as a method that is a reactive response to departures, retirements, and disabilities, and deaths.

Hall (1986) described replacement planning as a process by which "senior executives periodically review their top executives and those in the next-lower echelon and agree on two or three backups for each senior slot" (p. 236). Walker (1992) stated that "replacement planning implies continuity of requirements; incumbents will be replaced by individuals with similar skills and capabilities" (p. 224).

Walker (1992) maintained that succession planning, the third method, contrasts replacement planning because it is more concerned with longer-range needs and the cultivation of a supply of qualified talent to satisfy those needs. Succession planning entails a more intensive management review of job requirements and the dynamics of changing organizational needs, candidate information, development needs, and specific assignments and developmental actions for candidates (p. 224).

Rothwell (1994) created a model for succession planning and identified seven steps in this process. These steps include:

> Step 1 - Make the commitment to a systematic succession planning and establish a succession planning program.
>
> Step 2 - Assess present work requirements.
>
> Step 3 - Appraise individual job performance.
>
> Step 4 - Assess future work requirements.

Step 5 - Assess individual potential and use 360 degree feedback.

Step 6 - Close the developmental gap so as to meet succession planning needs.

Step 7 - Evaluate the succession planning program. (p. 59)

Rothwell's model reflects Walker's (1992) comments regarding the need (a) to review job requirements, (b) to address changing organizational needs, (c) to acquire candidate information, and (d) to create developmental action for selected candidates. In summary, succession planning looks into the future and acknowledges organizational needs for the development of management staff.

Types of Learning

In developing management staff, different types of learning are necessary to fit individual and organizational needs. Hall (1986) discussed executive learning in terms of *task learning* and *personal learning*. He defined task learning as improving the knowledge, skills, and abilities necessary to perform higher level jobs effectively (p. 245). Katz (1974) discussed this task learning as three basic skills that every successful manager must have in varying degrees. These included (a) technical skills, which exist at the lower levels of administration and are the most important work for organizational efficiency; (b) human skills, which are at the middle levels, and a high degree of coordination with other managers and supervisors is required, and (c) conceptual skills, which are important at the senior levels because executives must scan and deal with a complex environment, analyze strategic issues, and engage in long-term planning (p. 90).

Hall (1986) claimed that executive learning can be achieved by a combination of (a) receptive learning or didactic activity (e.g., classroom lectures), (b) environmental learning (e.g., using job rotation, temporary assignments and employee exchanges to put people in environments which are intended to generate certain learnings), and (c) active learning (e.g., career and personal counseling, role playing, apprenticeships and on-the-job learning assignments).

Hall (1986) identified a cluster of personality factors that make people more open to learning and ultimately, to change. These include "flexibility, tolerance of ambiguity and change, dominance (representing an aspect of positive self-esteem or personality 'hardiness'), and independence" (p. 249). Hall (1986) also argued that feedback and support are strongly needed to facilitate the exploratory and trial activities of working different positions (p. 249). However, Kaplan, Drath, and Kofodimos (1985) contended that career success hinders learning because executive power impedes hearing feedback and constructive criticism, which are required for self-development (p. 17).

Rothwell (1994) described the concept of 360-degree feedback, which helps to remedy this problem and acts as a way to gather information about an individual from a circle of people most familiar with him or her. This circle may include organization superiors, peers, immediate organizational reports, customers, and suppliers who come into contact with the individual (p. 207). Walker (1992) stated that 360-degree evaluation

and feedback were means for fostering a developmental climate where the assessment of a manager came from various sources (p. 241).

Forms of Succession Planning

To extend Hall's (1986) thoughts on how executive learning is achieved, seven forms of succession planning are explored: (a) administrative internship programs, (b) employee exchange programs, (c) formal training programs, (d) job rotation, (e) lateral job movements, (f) mentorship, and (g) secondments.

Administrative Internship Programs

Bush and Ames (1984) claimed that internships provide opportunities for faculty members who wish to go into administration and for staff to move into high-level administrative positions. Participants learn about administrative roles and experience them for a year before committing themselves to a career change (p. 26). Along this line of thought, Pence (1989) stated that "internships help prepare administrators for their jobs" (p. 31).

Employee Exchange Programs

Dilworth (1995) identified the value of this program by stating that cross-peer coaching occurs as a natural result of the experience. This means that one exchangee begins by understudying the other at his or her work site. Each exchanges knowledge with the other and new perspectives result (p. 251). Also, Dilworth (1995) claimed that "exchange programs are perhaps most successful when sufficient time is involved, such as six months, to cause the exchangee to accept accountability from some of the decisions made" (p. 251). In addition, Hall (1986) categorized employee exchange programs as an environmental method of learning because new knowledge is acquired in a different environment. Because it broadens and develops an individual, it can be used in succession planning. However, this program requires more thought in its planning (p. 254).

Formal Training Programs

Formal training programs can be viewed as learning outside the organization through university courses, seminars, and workshops. They can also be regarded as learning inside the organization through courses offered by the organization. However, this process of learning is accomplished largely through passive training techniques.

To overcome this passive learning, Bolt (1989) declared that General Electric bridged the gap between the classroom and the job by using "action learning." Here, managers are taken out of their traditional environments, teamed with peers, and challenged to solve distressing problems facing GE businesses (p. 47). Weintraub (1995) further explained *action learning* as a team of diverse people working on a project to deal with a significant problem. This team is joined by a facilitator who observes and pushes the group into dialogue and reflection on how they work as a team (p. 428).

Job Rotation

Dilworth (1995) described job rotation as a way to promote continuous learning. When accomplished it broadens employee knowledge in ways that open new approaches to process refinement. It represents an effective way of "up-skilling" a work force in preparation for future demands (p. 247). Hall (1986) also placed job rotations in the same category as employee exchange programs. Hall viewed these methods as "environmental methods of learning" that broaden and develop individuals, so they could also be used in succession planning (p. 254).

Lateral Job Movements

Hall (1986) described *lateral job movements* by stating that diversity and learning are created because individuals do not spend their entire career in one specialty but move from skill to skill in different positions (p. 262). Hall (1984, cited in Hall, 1986) claimed that "one of the important ways to create diversity, surprise throughout the career, and learning in the internal environment is to adopt a human resource movement policy of lateral movement" (p. 261). Hall (1986) stated that "individuals would not be allowed to spend their entire careers in one functional area or specialty. By moving people every five years into areas demanding a different set of skills, learning would be demanded by the job" (p. 262). According to Hall, benefits of this process include learning new problem solving methods, acquiring adaptive skills, and examining personal identity (p. 262).

Mentorship

Moore and Salimbene (1981) defined mentorship as "an intense, lasting, and professionally centered relationship between two individuals in which the more experienced and powerful individual, the mentor, guides, advises, and assists in any number of ways the career of the less experienced, often younger, upwardly mobile protégé" (p. 52).

Kram (1985) and Noe (1988, cited in Summers-Ewing, 1994) contrasted informal mentoring to formal by stating that "an informal mentor is someone who provides mentoring functions because they derive personal satisfaction or some type of intrinsic benefit from the mentoring relationship. Older peers, research colleagues, or senior executives could be examples of this type of association" (p. 2). Noe's (1988) research suggested that "the majority of mentoring relationships are informal" (p. 2).

Protégés can also have multiple mentors, formal and informal, to provide the spectrum of functions desired. Henderson and Welch (1993) claimed that "in business and higher education the person at the highest level was also the person with the most mentors. In both of these cases, the highest-ranking person named six mentors" (p. 8).

Secondments

According to Webster's dictionary (Gave, 1986), a *secondment* is defined as the detachment of a person from his regular organization for temporary assignment elsewhere (p. 2051). A seconded person develops new knowledge and skills while providing a needed service to the temporary organization. Hall (1986) categorized temporary assignments as an environmental method of learning because it places a person in a different environment to acquire new knowledge. This type of program can be used in the development plan in a succession planning process because it includes a "broadening" or "development" assignment in another department or division or a temporary assignment (p. 255).

Succession Planning in Secondary Education

The topic of succession planning in secondary education was briefly discussed by Stelck (1997) and Miklos (1988). The focus in these articles was primarily on the advancement of teachers to the principalship and of principals to superintendency. Stelck claimed that the program she studied, focusing on preparation for the principalship, was created in response to a perceived need "to prepare those people who were interested in administration with skills, knowledge and attitudes that would be necessary to do the job of administration." This program was implemented out of concern that there was going to be a large demand for school administrators in the near future, this it was feared would be accompanied by a lack of qualified candidates for administrative positions. One very tangible aim of Stelk's program was to establish a "talent pool" from which to select future administrators (p. 16).

Miklos (1988) explained that "an assumption underlying the research on administrative succession is that a change of administrators is a significant event in the history of an organization" (p. 63). He pointed to Miskel and Cosgrove (1985), who proposed a "framework to guide the study of leader succession" (p. 89). This included the areas of prearrival factors (reason for succession and selection process), arrival factors (school culture and educational programs), and succession effects (changes in reputations and orientation of leaders)" (p. 89).

According to Miskel and Cosgrove (1985), the area of *succession effects* deals with the changes to prearrival and arrival factors that are expected to vary as the result of changing administrators. This suggests that a leader's succession is associated with changes in the reputation and orientation of the new administration and arrival factors of school culture and educational programs.

External Environmental Forces

External environmental forces include competition, demographics, economics, politics, technology, and trends of learning organizations. Walker (1992) observed, as did Greer, Jackson, and Fiorito (1989) and Ulrich (1989), that problems brought about by these environmental forces represent opportunities for change from the current situation. These changes show how a company may achieve or enhance a competitive edge (p. 27). For example, Greer, Jackson, and Fiorito addressed the importance of adapting human resource planning to the environmental change (p. 106), and Ulrich emphasized the

importance of going beyond customer satisfaction to customer commitment (p. 19). Walker (1992) highlighted this point further by stating that "the emphasis will be on the abilities, skills, and performance of employees who satisfy customer needs 100% every time" (p. 25). In education, Darling-Hammond (1988) identified efficiency as desirable both to safeguard taxpayers' pocketbooks and to ensure that educational programs achieve their desired effects for their customers (p. 63).

Lastly, trends also affect organizations. Walker (1992) stated that organizations need to collect and examine data on future trends and changes. This is important so that relevant information is not missed, resulting in adverse impact to the organization (p. 26). Today's trends in learning organizations, which include leadership training and total quality management, also affect the concept of succession planning. The concept of succession planning aids in this process by developing quality leaders for the future.

Internal Environmental Forces

Internal environmental forces include culture, bureaucracy, and politics. Culture in an organization sets the stage for how the organization is run. Walker (1992) stated that "culture is a powerful competitive weapon. When people share common values and beliefs, and live by common norms of behavior, they can achieve outstanding results" (p. 116). On the other hand, Walker (1992) also asserted that

> culture is an obstacle to change when it is not aligned with strategy. When there are different sets of values and different norms for behavior, there is a lack of integration that undermines strategic focus, consistent service to customers, and teamwork. (p. 116)

Because education is based on a "professional bureaucratic" model, Schlechty (1988) claimed that in managing change in schools, strategy is more important than tactics, and a clear vision is important. However, tactics must be flexible to accommodate change in a constantly altering environment.

Summary

Succession planning is a process that helps individuals to develop through mentorship, training, and enrichment in order to prepare them for future job advancements. This process is used primarily by corporate business institutions, although some school jurisdictions are also implementing programs to address succession. The primary approaches identified in succession planning literature include administrative internship programs, employee exchange programs, formal training programs, job rotation, lateral job movements, mentorship, and secondments. Some researchers have investigated succession planning at the secondary education level; however, at the postsecondary educational level the amount of research conducted to date is extremely limited. Nevertheless, the concept can no longer be ignored in postsecondary educational institutions because key administrators are vacating positions due to downsizing, early retirements, and mandatory retirements. Therefore, a carefully thought out strategy for managing the resource of people in planning and career development for the 1990s is crucial. In this way, institutions can have strategic plans for managing their most valuable

and expensive resource. Only those institutions that actively plan for succession can remain competitive in an ever-changing environment. In summary, the literature reviewed supported the need for succession planning or a structured career developmental plan for management staff to achieve ongoing learning and growth for themselves and for the organization.

METHOD

Naturalistic inquiry was used to gain an understanding regarding how succession planning was perceived by nine postsecondary educational institution management staff individuals—two in the pilot study and seven in the main study—from a large post-secondary technical institute in Western Canada. These reflections provided a "thick" description of the experiences of management staff with succession planning.

The data were gathered through the use of semistructured interviews. The respondents were chosen from set criteria focusing on management staff who were in three different career developmental stages. Therefore, a range of perceptions was obtained from the three different groups. Interviews were audiotaped, transcribed, and thematically analyzed deductively and inductively.

FINDINGS

Findings were obtained deductively and inductively from the data collected from the respondents in the pilot and main studies. The findings that arose from the deductive process were categorized into (a) perceptions of personal career success at the Institute, (b) the availability of special training and programs to assist management staff at the Institute, (c) identifying programs to assist management staff to progress to other positions at the Institute, and (d) assessing the forms or mechanisms of succession planning that would be most effective for management staff to use in progressing to other positions in the Institute. The succession planning mechanisms that were assessed included administrative internship programs, employee exchange programs, formal training programs, job rotation, lateral job movements, mentorship, and secondments.

Management staff perceived the success of their careers in terms of (a) having a variety of personal attributes that were required for management work, (b) having a diverse experiential background, (c) "being at the right place at the right time," and (d) working in an environment that was fulfilling and offered learning.

Management staff perceived that the availability of special training and programs to assist management in progressing within the Institute were somewhat available because inservice courses, formal training programs, experience leaves, and conference opportunities were offered. However, it was the individual's responsibility to develop a "course of action" or a "plan of action" to take this training forward and build a career. Fundamentally, the culture of the Institute appears to have its focus on teacher development rather than management development, and the "unwritten rules" of the Institute influence career success for management staff.

Management staff felt that they needed a formalized development plan to assist them in progressing to other positions within the organization. This included identifying a skills inventory for management positions, addressing management staff's personal

learning, finding opportunities to fill learning gaps, evaluating the process, and obtaining feedback.

Management staff believed that job rotation, formal training programs, mentorship, secondments, and administrative programs were the most effective forms of succession planning in preparing them to progress to other positions in the Institute. It was important in planning that their use be substantial, be well thought out, be organized to create learning, and fit with the needs of the individual and the organization.

From the inductive data analysis process arose a conceptual framework that could assist management staff in conceptualizing their progress to other positions at the Institute (see Figure 1). This framework addressed management staff's need for a combination of theoretical formal training, practical experience, "luck," and intrinsic qualities. It showed that the forms of succession planning were only some of the ways of helping management staff to improve their career development by obtaining theoretical knowledge and practical experience; other means include committee work, CQI facilitation, and business partnership development.

Insert Figure 1 about here

This career progression framework was influenced by external and internal environmental forces that shaped and molded how the organization conducted business in career development. Second, a succession planning model also emerged from the findings, which focused on developing a competency skills profile for each management position and identifying potential candidates (see Figure 2). As a result, competency profiles, knowledge gaps, and training needs were identified for the selected candidates. Action can then be taken to fulfill management staff training needs. Lastly, the respondents indicated that the entire process should then be evaluated to verify that the needs of the individual and the needs of the organization are met. It appears that succession planning at the Institute should utilize 360-degree feedback for the ongoing support of, reinforcement by, and discussion with supervisors and peers.

Insert Figure 2 about here

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

Responses and Conclusions to the Research Questions

The research was guided by one main research question and four related sub-

questions. The following discussion will address the sub-problems first and then the main research question.

Sub-Problem 1

What factors do management staff perceive to have contributed to the success of their careers at the Institute?

Management attributed the success of their careers at the Institute to a number of factors: (a) being "at the right place at the right time," (b) having the "right attitude," (c) having a diverse background, (d) working in an environment that stimulated learning and growth, (e) having the power to make change, (f) being challenged, (g) having a sense of accomplishment, and (h) maintaining a certain quality of life or balance. Overall, success came from growth and learning where opportunities to work in diverse jobs were available. This was made possible because the organizational climate stimulated learning by giving the power and authority to cause change and make decisions. All of these complemented the intrinsic qualities of wanting to be challenged, desiring to make a contribution, and acquiring personal learning.

Management staff appear to need ongoing learning opportunities and challenges because they personally yearn for these aspects as part of their lives. This "curiosity" then often leads to obtaining new opportunities to work in different positions and to acquire diverse experiences. This is further enhanced when "luck" or "fate" deals a favorable hand by "being at the right place at the right time" to acquire these new chances, to work in positive economic times, and to function in a culture that believes in learning and growth. Success was perceived in various ways; these perceptions included having (a) the desire to learn, (b) diversity, (c) power, (d) proper attitude, (e) good timing, and (f) a high quality of life. Therefore, it is concluded that in order for executives to feel that they have achieved success in their careers, they need ongoing learning that offers growth and challenge.

Sub-Problem 2

Are management staff offered any special training or programs to assist them in progressing within the organization?

It appears that the main objective of the Institute was to offer quality teaching to students. Therefore, the goal of the Institute was to assist individuals to become better teachers through inservice training and obtaining teaching credentials. Individuals who aspired to management positions developed their own "courses of action." From an individual perspective this was based primarily on trying to determine what the unwritten rules of the organization were and to act accordingly. It involved recognizing that it "takes time" to move into managerial positions because of the limited number of positions available and the notion that "dues have to be paid." This meant becoming known, proving oneself, developing a network of contacts, and being at the "right place at the right time" to impress superordinates with one's knowledge and skills.

In this way, the need for taking inservice courses to understand the processes of the organization, working on high-profile committees and CQI teams, acquiring different positions through leaves inside and outside the organization, and obtaining university

credentials set the foundation for management careers. However, even with all of these requirements in place, there was still no guarantee of obtaining desired positions because "life has its way" of modifying people's goals. Serendipity has a manner of changing people's career directions and aspirations. Consequently, the culture of the Institute is not to directly groom individuals for senior-level positions as in the private sector, but to enhance the quality of teaching because "teaching" is the primary concern of the organization.

Therefore, it is concluded that management staff were not offered any special training or programs to assist them in progressing within the organization. However, self-directed or self-motivated individuals aspiring to management positions determine the "formula for success" and the culture of the organization and develop their own "courses of action" for progressing within the Institute.

Sub-Problem 3

What programs would be helpful in assisting management staff to progress to other positions within the Institute?

It appears that management staff need "customized" career developmental programs to assist them in progressing to other positions within the Institute. This would involve identifying organizational goals, establishing a stronger performance review process, utilizing screening processes, developing an inventory of skills for potential management personnel, establishing competencies for management positions, conducting a "gap" analysis to determine training requirements for each individual, and fitting people's needs with the needs of the organization. This is reinforced by feedback, support by peers and the culture, and an understanding that people need a balance in life. An example of a customized career developmental process is succession planning.

This succession planning process would tie together, for management staff, their university courses, leadership courses, inservice courses, conference attendance, committee work, and work experiences and leaves through job rotation, secondments, and administrative internship programs. Consequently, this formalized plan would fill management knowledge "gaps" in order for them to progress to future positions, while fulfilling the needs of the organization. This is essential to develop leaders for the future. It is a process that cannot be left to chance. Even though the Institute has been very successful in the past, new directions for organizational survival are essential today; this is especially important during the present time of change, downsizing, and uncertainty. In conclusion, management staff need "customized" career developmental programs such as succession planning to assist them in progressing to other positions within the Institute.

Sub-Problem 4

What mechanisms are seen to have potential for helping management staff to progress to other positions within the Institute?

The mechanisms of (a) administrative internship programs, (b) employee exchange programs, (c) formal training programs, (d) job rotation, (e) lateral job movements, (f) mentorship, and (g) secondments were seen as tools for management staff to acquire theoretical knowledge and practical experience. The three mechanisms that

were perceived to be most effective in preparing management staff for other positions included (a) job rotation; (b) formal training programs, mentorship, secondments; and (c) administrative internship programs. These were seen as the most valuable mechanisms for several reasons.

Job rotations ranked first because they offer an opportunity for developing skills and gaining new insights, especially because there is a lack of vertical opportunities today. As a result, ongoing learning can still be achieved. Job rotations were also seen as a way to facilitate succession planning.

Formal training programs, mentorship, and secondments tied and ranked second. Even though they are very different from one another, they contribute to increasing knowledge and developing skills. For example, formal training programs give individuals theoretical knowledge through the use of models or frameworks. Mentorship provides learning by building trust with selected people within the organization. Secondments offer a great opportunity to acquire new learning in a different job or organization and to bring back this newly obtained knowledge to a previous job or position. Therefore, they are all different but have individual strengths.

Finally, administrative internship programs ranked third. They offer the experience to work in management and the opportunity to decide if a career in management is desired for the future.

Hence, experience, knowledge, and trust are important in learning. The key is to have a fit between the appropriate mechanism, the individual's training needs, and the needs of the organization. Therefore, it was concluded that (a) job rotation, (b) formal training programs, (c) mentorship, (d) secondments, and (e) administrative internship programs are the most effective mechanisms in helping management staff to progress to other positions within the Institute.

Main Research Question

What forms of succession planning are perceived by management staff to be effective for helping to improve career development at a postsecondary technical institution in Western Canada?

It appears that the mechanisms or forms of succession planning that were perceived by management staff to be most effective in improving career development at the Institute included (a) job rotation, (b) formal training programs, (c) mentorship, (d) secondments, and (e) administrative internship programs. However, it was noticed that these were only a small part of what management staff need to progress within the Institute. Primarily, these are tools to be used to gain theoretical knowledge and practical experience and are part of the "bigger picture" of career development for management staff.

This holistic view of career development for management staff aims at developing staff to progress to other positions within the Institute and has various components. These components include, first, acquiring theoretical knowledge through formal training, which involves obtaining university credentials, enrolling in executive leadership courses, taking personalized career development programs, and taking inservice courses. Second, practical experience is gained by working in diverse jobs, having the opportunity to be mentored, and gaining organizational exposure by doing committee work and

volunteering for CQI teams. Also, broadening work experience through administrative internship programs, employee exchange programs, job rotation, lateral job movements, secondments, and attending conferences is an additional means. Third, intrinsic management qualities are part of the framework for job progression and career development. This means having the personal traits or the right "attitude" of empathy, adaptability, flexibility, assertiveness; and liking people. Lastly, "luck" comes into play because "being at the right place at the right time" determines whether opportunities to progress to other positions occur.

This holistic view of career development can be formalized into a "customized career development program" for each management staff member that is part of the succession planning process. The objective of the process is to ensure continuity of leadership by developing management staff, encouraging individual growth, and replacing key people within the organization over time. In other words, succession planning can also be viewed as an instrument for implementing an organization's strategic or long-term plans because its premise is to develop individuals according to the future needs of the organization.

Therefore, it can be concluded that the forms of succession planning are only some of the ways to help management staff to improve their career development by obtaining theoretical knowledge and practical experience. The concept of succession planning can be viewed as a means of career development for management staff that encompasses this "big picture" and utilizes the mechanisms or forms of succession planning in the process. It works on the premise that the future needs of the organization must be considered and that individuals must be developed in this frame of reference.

Recommendations for Practice

Rothwell (1994) maintained that "having the right leaders at the right places at the right times to do the right things" is a way to help the organization meet the strategic and operational challenges facing it" (p. 6). As a result, recommendations for individuals interested in applying the current findings to practice and research emerged from the above conclusions.

Because a Human Resource Renewal process is underway at the Institute and a succession plan for the organization is scheduled to be adopted in June 1998, the areas of concern during this transition include the following:

1. Encourage and implement learning for management staff by theoretical and experiential means. Enhance theoretical learning through formal training programs such as university training, leadership courses, career development, and inservice courses. Encourage experiential learning through diverse jobs, job rotations, mentorship, secondments, administrative internship programs, internal and external committee work, CQI team work and facilitation, and business partnership development. All these programs should be developed to fit the needs of the individual and the organization, with the objective of reinforcing technical and interpersonal skills and enhancing conceptual skills.

2. Implement a model or framework as outlined in Figure 1 for potential management staff of what is required to progress within the organization. In addition, consider the barriers that lessen the opportunity for these individuals to progress within

the Institute. For example, look for ways to decrease the boundaries between academic and nonacademic areas to provide an understanding of each other's roles in order to acknowledge differences and similarities in job content. The academic areas include the instructors or teachers who have direct contact with students, and the nonacademic areas include the administrative staff such as management staff, facilities personnel, and financial staff who give support to the academic function. Hence, parallels can be made with similar work areas so that job exchanges can be instigated. For example, academic staff teaching human resources can exchange positions with human resource personnel to acquire new learning and experience. Also, merging similar work areas may help to lessen bureaucracy.

The Institute also needs to ensure that staff receive feedback, encouragement, support, positive reinforcement, and appreciation by implementing an appropriate model for succession planning. This model will satisfy the basic need for self-esteem. Humans need praise, gratitude, and recognition for the work they do in order to feel a sense of accomplishment and respect from others. This can be facilitated by common courtesies, professional manners, a positive attitude, respect for one another, and acknowledgment of work done. These "niceties" may appear insignificant and are easily ignored, but they have a great impact on staff morale.

3. Implement a model or framework as outlined in Figure 2 to assist in progressing to other positions within the Institute. In this process, decide how to integrate succession planning with CQI and into the organization so that the entire organization accepts the process. Because CQI uses a team approach to improve the operation of the organization in meeting customer needs, these teams can function as "talent pools" in which many individuals from different parts of the organization have been cross trained in diverse areas of knowledge. As a result, individuals who frequently work on different teams are continually gaining new learning. These individuals can be viewed as potential leaders for the future if they aspire to leadership positions.

Also, in reference to team building, new techniques in leadership are required in an evolving team-based organization. The skills of inspiring, developing trust, and coaching are essential for survival today. For example, mentoring can assist in developing these skills. Succession planning focuses on what is needed for organizational survival and for the growth of its future leaders. Thus, succession planning satisfies an immediate need for grooming new leaders in an organization that accepts the CQI premise. Succession planning is a natural evolution of developing people in a quality environment. Therefore, it is important to show that succession planning satisfies a need by bridging it directly to organizational and human resource strategic plans.

4. Make more extensive use of the forms of succession planning that were perceived by the respondents to be the most effective in preparing management staff for other positions in the Institute. These included: (a) job rotation, (b) formal training programs, (c) mentorship, (d) secondments, and (e) administrative internship programs. In this way, these mechanisms can be used for helping management staff to obtain new learning and challenge through different job experiences, which in the long run reflect a more diverse experiential background.

It is strongly recommended that more extensive use of job rotations be considered for implementation by the Institute. Job rotation works on the premise of rotating individuals across different functions or departments to broaden their experiences. As a

result, job rotations have been identified as a means of enhancing conceptual skills and critical to the development of executive talent.

5. Ensure that the needs of management staff are addressed in reference to career progress in view of the new succession planning structure. This can be addressed using a combination of four strategies. First, utilize the forms of succession planning that were perceived to be the most effective for management staff to progress within the Institute. These included: (a) job rotations, (b) formal training programs, (c) mentorship, (d) secondments, and (e) administrative internship programs. Second, management staff need a customized career development plan for their courses, work experiences, and leaves, and this process can be directed toward filling their knowledge "gaps" and bridging this information to future positions. Third, management staff need ongoing learning, growth, power to make change or challenge, and a sense of accomplishment to set the foundation for these requirements. This is accomplished by working in different positions and in an organizational culture where these needs are believed and supported. Fourth, acknowledge the importance of these first three strategies by incorporating a "checklist" of the needs generated from these strategies in the 360-degree-feedback component of the new succession planning process. This aids as a reminder of the significance of these three areas.

Decide if succession planning can be applied to the entire organization and not just to management staff. This may include succession planning for the support areas of physical plant personnel and secretarial staff to move to the academic areas of instructional staff. Thus, individuals would have the opportunity to learn continuously by being able to identify their educational and developmental needs to meet their career goals and to be considered as potential leaders in the organization should they aspire to leadership positions. Using management staff as an example in the succession planning process helps to determine if and how succession planning can be applied to the entire organization.

Next, depending on how extensively succession planning will be implemented within the Institute, thought can be given to the following approach by its administration. In implementing this process, the Institute's management staff from different areas can present to each other their proposed succession plans for their work units. Therefore, by discussing their individual organizational plans and potential candidates, learning is acquired about talent in other work areas. Thus, managers can recommend employees who may be overlooked as potential candidates by supervisors of different departments.

In addition, the following will help management staff in their career development:

6. To view a career path as a *web* versus a *ladder*, which offsets the lack of fewer advancement opportunities by encouraging lateral moves and learning new skills.

7. To "know themselves" by addressing their motivations, flexibility, stress tolerance, strengths, weaknesses, and "EQ," or emotional quotient. They could utilize screening tools such as JAX, MBTI, OAD, and SRI to assist them in this analysis.

8. To obtain support, feedback, encouragement, recognition, and evaluation. *360-degree feedback* is an example of formal feedback and evaluation.

9. To obtain conceptual skill learning in order to see the organization as a whole and how the parts of the organization affect the whole.

10. To obtain a balance of personal life and work life are essential because management work is demanding, and mental and physical health is required for quality

work performance.

Recommendation for Theory

One recommendation for future research on succession planning resulting from the findings of this study presented itself. Researchers should continue to explore, both qualitatively and quantitatively, career development for management staff in postsecondary technical institutions. The limited literature on this topic in the educational databases needs desperately to be expanded as most of the present literature is business based.

Reflections

It became obvious that management staff at the Institute needed ongoing learning, growth, challenge, and a sense of accomplishment in their work. Also, the desire for pride, usefulness, and respect showed their humanness. Fundamentally, these are basic needs and desires that most people long for in their personal and work lives. Unfortunately, these needs are not always met in people's work lives. However, management staff have the unique attribute of being self-directed, which drives them into action to fulfill these yearnings. Consequently, organizational success in the past has been enhanced by these self-directed drivers who give themselves unselfishly to their organization.

It is clear that the dynamics of doing business today are changing. The "hard work" ethic is not sufficient for organizational survival. It must be remembered that "organizations are people," and if people are not directed and satisfied in their work they knowingly or unknowingly can sabotage the success of the organization. With today's competitive pressure to be the "best," management staff need to be trained accordingly. Their desire for "customized career plans" reflects their needs for growth, personally and for the organization. Succession planning fulfills this gap.

The concept of succession planning primarily focuses on preparing potential staff for future management or executive positions. Succession planning allows these individuals to develop careers within the organization by recognizing their needs as they grow and the needs of the organization as it changes to adapt to environmental forces. Today, quality management is a powerful notion on how organizations do business because the motivation is to gain a competitive edge and that is the key to existence. The focus is on team decision making, employee commitment, a vision-driven organization, organizational accountability, and a corresponding need to develop management staff and leaders who perform in these conjectures. The concept of succession planning helps to smooth the way for quality management because management staff have been developed according to the quality-driven needs of the organization. As a result, succession planning cannot be ignored today as a possible means for future-leader development.

Succession planning should not, however, be limited to management. The remainder of the staff who have survived downsizing are also the people who will take the organization forward into the future. These staff also need continuous learning: Learning needs to occur throughout the entire organization. An organization that improves its personnel improves itself. In education, improving educators is a way of

improving the educational system and meeting the ever-increasing needs of students.

References

Bolt, J. F. (1989). Executive development. Cambridge, MA: Ballinger.

Burdett, J. O. (1993). Crafting tomorrow's leadership today: A practitioner's view of succession and replacement planning. International Journal of Manpower, 14 (8), 23-33.

Bush, R. W., & Ames, W. C. (1984). The Maricopa Colleges. Educational Record, 65 (1), 22-26.

Darling-Hammond, L. (1988). Policy and professionalism. In A. Liberman (Ed.), Building a professional culture in schools (pp. 55-77). New York: Columbia University, Teachers College.

Dilworth, R. (1995). The DNA of the learning organization. In S. Chawla & J. Renesch (Eds.), Learning organizations (pp. 242-255). Portland, OR: Productivity Press.

Gave, P. B. (Ed.). (1986). Webster's third new international dictionary of the English language unabridged (3rd ed.). Springfield, MA: Merriam-Webster.

Greenfield, W. D. (1984). Sociological perspectives for research on educational administrators: The role of the assistant principal. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 249 623)

Greer, C. R., Jackson, D. L., & Fiorito, J. (1989). Adapting human resource planning in a changing environment. Human Resource Management, 28(1), 105-124.

Hall, D. T. (1986). Dilemmas in linking succession planning to individual executive learning. Human Resource Management, 25, (2), 235-265.

Henderson, J., & Welch, O. M. (1993). Mentoring in higher education and industry: Is there a paradox? Atlanta, GA: American Educational Research Association. (ERIC Document Reproduction Service No. 363 170)

Kaplan, R. E., Drath, W. H., & Kofodimos, J. R. (1985). High hurdles: The challenge of executive development (Tech. Rep. No. 25). Greensboro, NC: Center for Creative Leadership.

Katz, R. L. (1974). Skills of an effective administrator. Harvard Business Review, 52, 90-102.

Lamarre, N., & Umpleby, S. (1991). Careers of educators. The Canadian Administrator, 31 (2), 1-12.

Miklos, E. (1988). Administrator selection, career patterns, succession, and socialization. In N. J. Boyan (Ed.), Handbook of research on educational administration (pp. 53-76). New York, NY: Longman.

Miskel, C., & Cosgrove, D. (1985). Leader succession in school settings. Review of Educational Research, 55 (1), 87-105.

Moore, K. M., & Salimbene, A. M. (1981). The dynamics of the mentor-protégé relationship in developing women as academic leaders. Journal of Educational Equity and Leadership, 2(1), 51-64.

Pence, L. J. (1989). Mentorship programs for aspiring and new school administrators. Eugene, OR: Oregon School Study Council. (ERIC Document Reproduction Service (No. Ed 304 795).

Rhodes, D. W. (1988, November/December). Succession planning: Overweight and underperforming. The Journal of Business Strategy, 62-64.

Rothwell, W. J. (1994). Effective succession planning: Ensuring leadership continuity and building talent from within. New York: Amacom.

Sagaria, M. A. D. (1986). Head counting, hill climbing, and beyond: The status and future directions for research on mid-level administrators' careers. Paper presented at the annual meeting of the Association for Study of Higher Education, San Antonio, TX. (ERIC Document Reproduction Service No. ED 268 891)

Schlechty, P. C. (1988). Leading cultural change: The CMS case. In A. Liberman (Ed.), Building a professional culture in schools (pp. 185-221). New York: Columbia University, Teachers College.

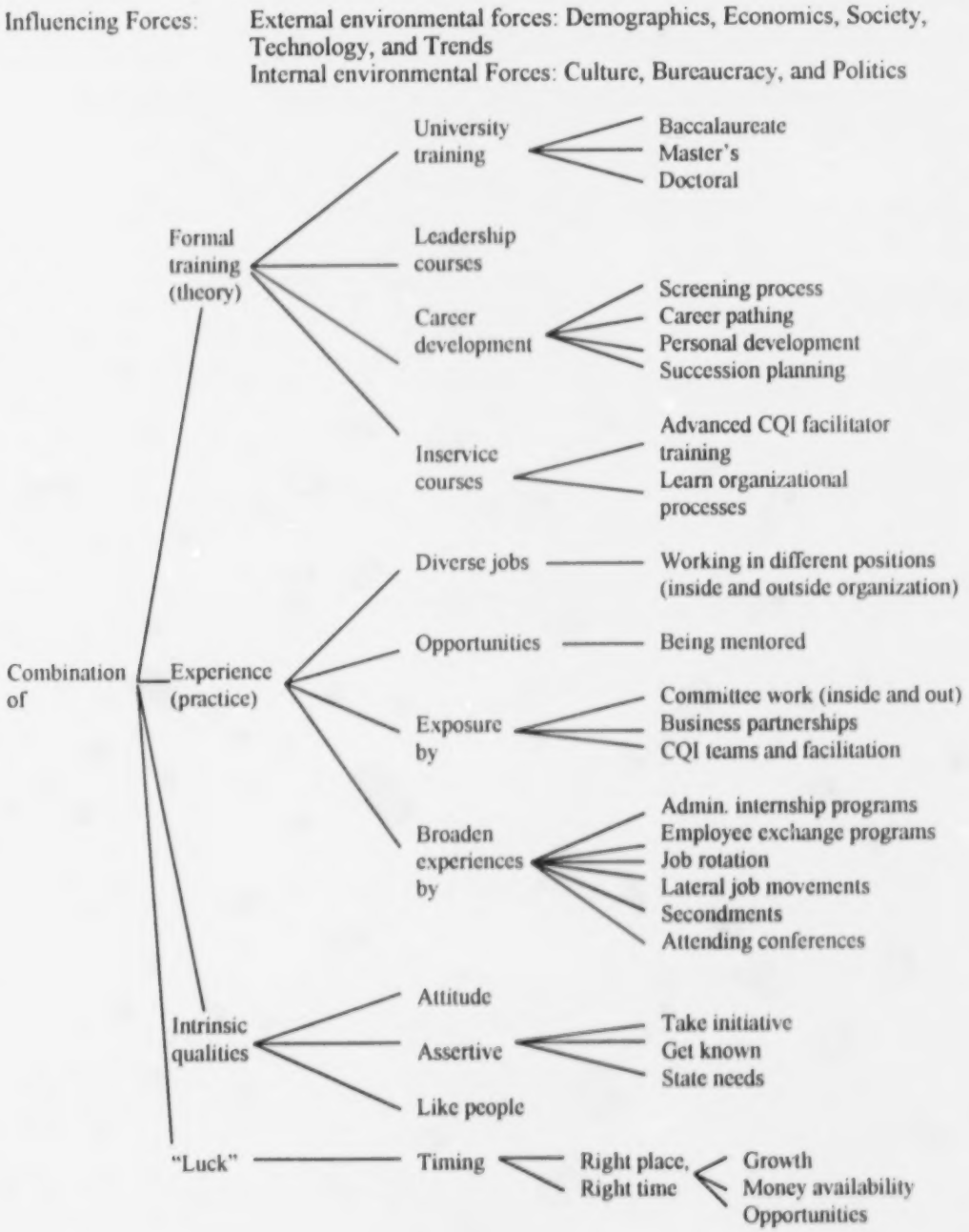
Spoor, G. (1993). Succession planning: Once a luxury, now an emerging issue. HR Focus, 70 (12), 1,4.

Stelck, K. (1997). A review of strathcona county's administrators for tomorrow program. Unpublished Master's thesis, University of Alberta, Edmonton, Alberta, Canada.

Summers-Ewing, D. (1994). Mentoring: A vital ingredient for career success. Los Angeles, CA: American Psychological Association. (ERIC Document Reproduction Service No. Ed 378 519).

Walker, J. W. (1992). Human resource strategy. New York: McGraw-Hill.

Weintraub, R. (1995). Transforming mental models. In S. Chawla & J. Renesch (Eds.), Learning organizations (pp. 428-429). Portland, OR: Productivity Press.



Note: Throughout the process, feedback is essential.

Figure 1. Framework for management staff in progressing to other positions in the Institute.

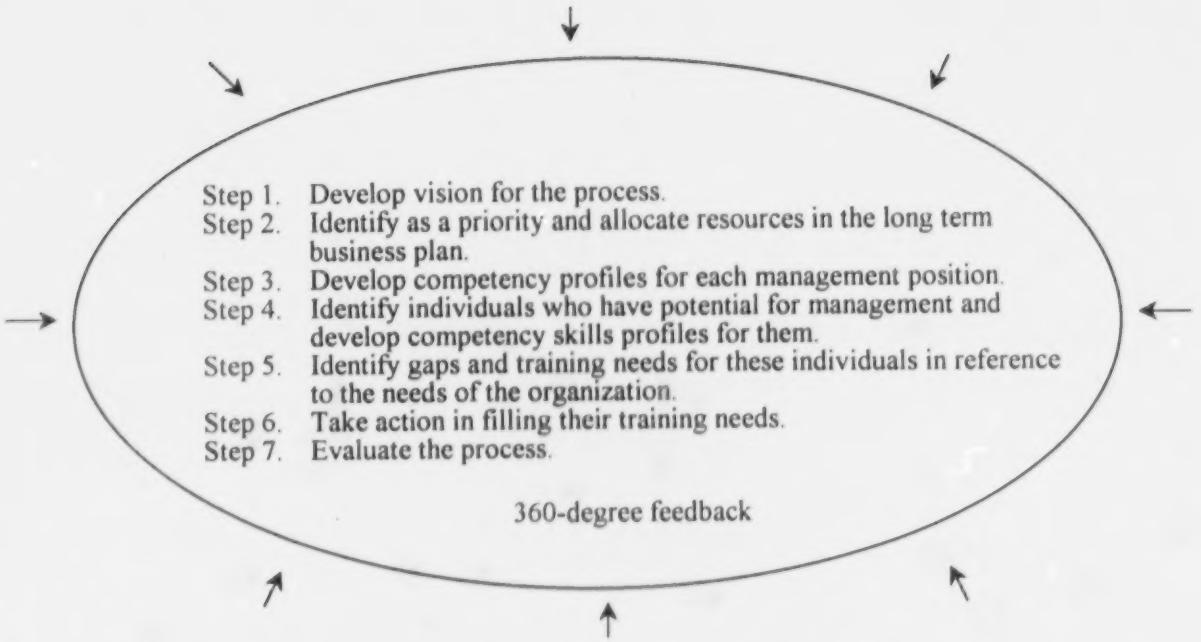

Step 1. Develop vision for the process.
Step 2. Identify as a priority and allocate resources in the long term business plan.
Step 3. Develop competency profiles for each management position.
Step 4. Identify individuals who have potential for management and develop competency skills profiles for them.
Step 5. Identify gaps and training needs for these individuals in reference to the needs of the organization.
Step 6. Take action in filling their training needs.
Step 7. Evaluate the process.
360-degree feedback

Figure 2. The succession planning process